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ABSTRACT

The intent of this teaching module is to present structural word analysis information to participants so they can be effective teachers of reading. The module attempts to prepare participants to develop and utilize teacher-prepared materials dealing with structural analysis. Upon completion of this module, participants should be able to (a) syllabicate a given list of words, (b) properly accent a given list of words, (c) identify the prefixes and suffixes in a given list of words, (d) state and apply a syllabic generalization, and (e) state and apply an accent generalization. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106243

TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.06 INTRODUCTION TO STRUCTURAL ANALYSIS

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SP009 152

COLLEGE OF EDUCATION
UNIVERSITY OF HARTFORD
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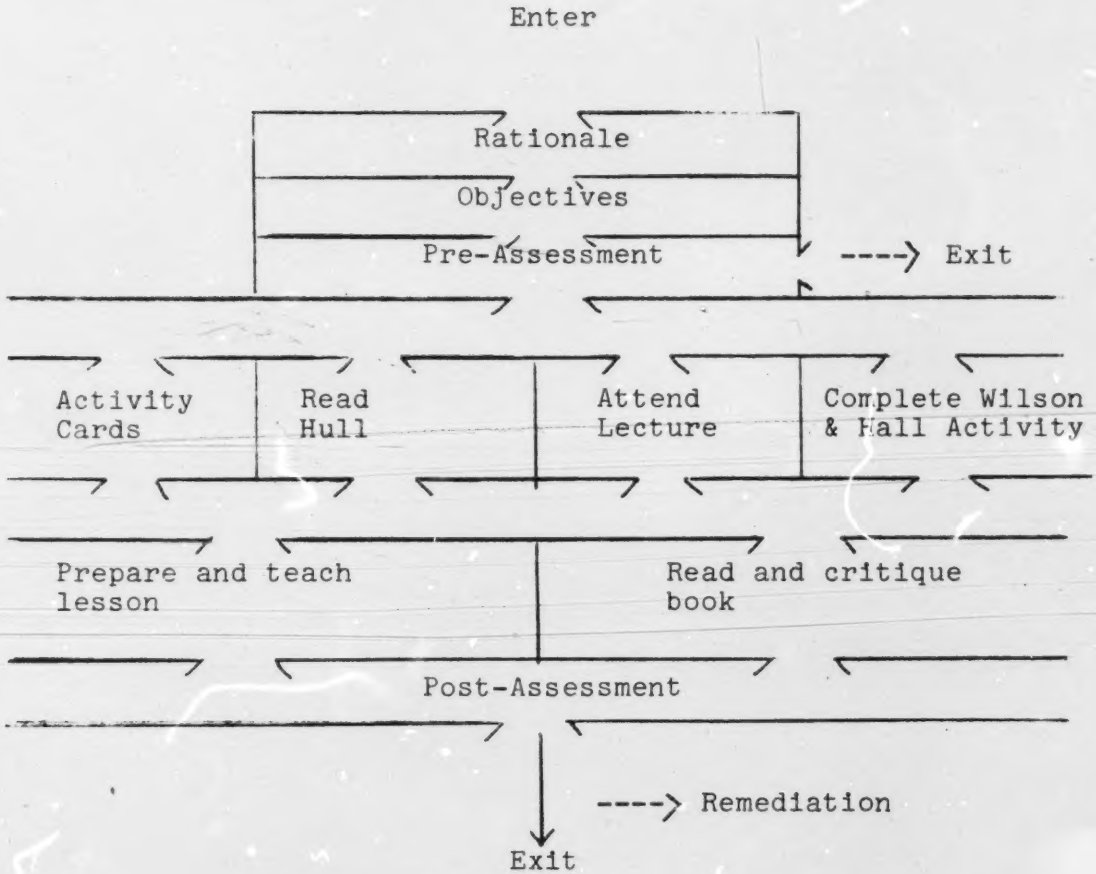
INTRODUCTIONAL TO STRUCTURAL ANALYSIS



RATIONALE

Successful word attack is dependent not only on the ability to analyze a word phonetically, but also on the application of techniques of structural analysis. Structural analysis entails the decoding of a word through its elemental components. A word offers forth clues to pronunciation and meaning through its syllabic structure, the placement of accents, and the addition of prefixes and suffixes to the root. The intent of this module is to present structural analysis information to the teacher so that he can be a more effective teacher of reading.

Another objective of this unit is to prepare the teacher of reading to develop and utilize teacher-prepared materials as they relate to the teaching and practice of structural analysis. The elementary school student finds that the use of an entertaining, game-type format more readily lends information to learning.

OBJECTIVES

Given a series of learning activities on structural analysis, the participant will be able to:

- syllabicate a given list of words
- properly accent a given list of words
- identify the prefixes and suffixes in a given list of words
- state and apply a syllabic generalization
- state and apply an accent generalization.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer the following questions according to the directions noted in each.

I. Look at the following nonsense words, and do the following:

A. Separate the words into syllables.

B. Place the proper accent marks.

C. Underline all prefixes.

D. Circle all suffixes.

1. preggs _____
2. sobmote _____
3. bamtotion _____
4. anfor _____
5. fomisg _____
6. laczmle _____
7. untum _____
8. girmast _____
9. viltle _____
10. bafgoas _____
11. kubot _____

II. Complete the following statements and provide examples of each.

A. A syllable generalization is _____

_____

_____

Example: _____

_____

_____

B. An accent generalization is _____

_____

_____

Example: _____

_____

_____

I. Required: A and either B, C, or D:

A. Prepare twenty teacher-constructed, structural analysis activity cards.

Directions: These should be designed to function at the grade level in which the participant teaches. Included are some suggested models for activity cards; however, participants should feel free to devise original activities with your instructor's approval of format.

1. Sample Activity Card #1

a. Read the sentences below.

1.) The farmer tied the horse.
2.) The farmer untied the horse.
3.) The helper loaded the truck with vegetables.
4.) The helper unloaded the truck.

b. Use the same prefix in the blank spaces in the sentences that follow. Write the definition of the new word in the spaces provided after each sentence.

1.) He hitched the horse to the post.
2.) He _____ the horse. _____
3.) The boy tied his shoelaces.
4.) His shoelaces were _____. _____

2. Sample Activity Card #2

a. The list of words below can be defined by understanding the prefix, suffix and root in each. Use the prefix, suffix, and root charts to determine the meaning, and write the meanings in the spaces provided.

1.) transportation _____
2.) exporter _____
3.) investigator _____
4.) biologist _____
5.) interview _____
6.) resentful _____
7.) pleasurable _____
8.) inconceivable _____

3. Sample Activity Card #3

   a. Add the suffix "ing" to the following words:

1.) hope _____		6.) file _____	
2.) love _____		7.) fuse _____	
3.) write _____		8.) hurt _____	
4.) make _____		9.) tube _____	
5.) stop _____		10.) run _____	

4. Sample Activity Card #4

   a. Using the prefix, suffix and root charts make up new words which are defined below.

      1.) not able to help life _____
      2.) not from a person who carries across _____
      3.) able to make a condition _____
      4.) etc. _____

B. Complete "Syllabication and Accent" from Hull, Marion. Phonics for the Teacher of Reading. (Columbus, Ohio: Charles E. Merrill Publishing Co., 1969), pp. 85-100.

   Activity: Submit the completed work to the instructor for correction.

C. Attend teacher lecture/demonstration.

   Activity: Lecture Outline

   1. Instructional analysis

      a. Common generalizations

      b. The analysis of samples

   2. Prefix, suffix, and root information

      a. Common generalizations

      b. Decoding with prefix, suffix and root information

      c. Vocabulary development with prefix, suffix and root information

D. Complete "Structural Analysis" from Wilson, Robert and Maryanne Hall. Programmed Word Attack for Teachers. (Columbus, Ohio: Charles E. Merrill Publishing Co., 1968), pp. 35-51.

Activity: Submit the completed pages to the instructor for correction.

II. Optional: may be completed for extra credit:

A. Prepare and teach a main lesson concerning one syllabic, accent, etc. generalization.

B. Read one extra book listed under Bibliography and prepare and submit a written critique of this book to the instructor.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each.

I. True or False

____ A. There are as many syllables in a word as there are vowel sounds.

____ B. Sometimes a vowel forms a syllable by itself.

____ C. One of the following words is incorrectly syllabified:

founder, found ling, found ry.

____ D. Structural analysis is the means by which a child identifies meaningful parts or words.

____ E. The first structural elements, other than root words, that most children learn to recognize in print are the common prefixes and suffixes, such as un, ly, etc.

(3 pts. each - total 15 pts.)

II. Multiple Choice (There may be more than one correct choice for an answer)

A. Which is the correct way to syllabify the word <u>pickles</u>?

pic kles pick les pi ckles pick le s

B. Which is the correct way to syllabify the word <u>kitchen</u>?

ki tchen kit chen kitch en none of these

C. See-saw, cowboy, and blackbird are all _____words.

complex compound two-part

D. Circle the word that is spelled incorrectly.

fusing droped hoped cunning

E. Something added to the end of a word is called a

prefix root suffix convex

(3 pts. each - total 15 pts.)

III. Completion

A. When a suffix is added to a one-syllable word ending in a consonant and containing a single vowel, the _____ is doubled before adding the suffix. The vowel is _____ and the syllables are divided between the two consonants.

B. An example of the above generalization is _____.

C. If the first syllable in a word ends in ck that syllable is always _____.

D. Words of two or three syllables are usually accented on the _____ syllable except when a _____ is used.

E. Each syllable may have more than one vowel letter but only one vowel _____.

F. In compound words, the primary _____ usually falls on or within the first "word."

G. _____ and _____ usually form separate syllables from the root word.

H. When syllabicating a word, consonant blends and digraphs are treated as _____consonants.

I. The accent usually falls on or within the _____ _____ of a word containing a prefix or suffix.

J. In a multi-syllabic ending in "tion," the primary accent falls on the syllable _____ the "tion" ending.

(5 pts. each - total 50 pts.)

IV. Application

A. ~~Look at the~~ nonsense words listed below. Follow these directions:

1. Separate the words into syllables.
2. Place the proper accent marks.
3. Underline all prefixes.
4. Circle all suffixes.

a. preggs _____

b. sobmote _____

c. bamtotion _____

d. anfor _____

e. fomisg _____

f. laczmle _____

g. untum _____

h. girmast _____

i. viltle _____

j. bafgoas _____

(2 pts.each - total 20 pts.)

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

BIBLIOGRAPHY

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